

## **California School Dashboard:**

### **Oakland School for the Arts 2019 Submission Detail**

#### **Optional Narrative Summary:**

**Oakland School for the Arts (OSA), a Linked Learning Pathway school, balances an immersive arts program with a comprehensive academic curriculum, providing students unique opportunities for learning, innovation, expression and personal growth. OSA's arts and academic programs build discipline and confidence, effectively preparing creative youth to achieve their potential both in and outside of the arts.**

#### **Priority One Narrative:**

**OSA is compliant with all curriculum-assigned instructional materials. Our buildings are regularly inspected and maintained to the highest standard of cleanliness and safety.**

**Date taken to local governing board: 11/6/19**

#### **Priority 2 Narrative 1:**

**Oakland School for the Arts has adopted curriculum in all core content areas that is state standard aligned. In addition to the curriculum, each academic department has identified key anchor standards to track student progress in both vertically and horizontally. Assessments have been designated to track progress in these areas, including the SRI (Scholastic Reading Inventory) in English Language Arts and the MDTP (Mathematics Diagnostics Testing Project) in our math classes. Our arts departments are all working to be CTE aligned with the goal to have all students be CTE completers upon graduation. Key members of our faculty regularly attend training and conferences that focus on CTE development and we have a board of industry experts with whom we meet twice annually to ensure our artistic programs are industry aligned and relevant. Each of these progress tracking tools supports our mission is to prepare all of our graduates for both college and industry.**

#### **Priority 2 Narrative 4:**

**Our development in supporting English Language Development has been slower than in other areas as a result of our low EL population. The recruitment of EL students has been challenging but we are starting to see an increase in EL population and are developing an EL program to support these students. We have an EL site plan and designated EL support class in place.**

#### **Priority 3 Narrative 1:**

**Strong sense of community has always been a strength for Oakland School for the Arts. We are a regional school that brings together many different communities into one common place which has always been an asset to our school in terms of diversity and cultural representation. Through performances, student events, cultural celebrations, our Alliance of Parents and Teachers (APT), Parents of Color group (POC), Board of Students of Color (BSOC), and many other affinity groups on campus we bring community together and provide space for the voices of families that may be otherwise underrepresented. Our current APT is now chaired by parents that were**

**prominent members of the POC bringing the underrepresented groups to central school conversations. Recent changes in regional demographics has posed a challenge for us in both diversity recruitment and an increase in marginalization of historically underrepresented groups. Our strategy in addressing this is through open dialogue in each of the groups mentioned above and upholding cultural relevance as a priority in our curriculum and instructional practices.**

**Priority 3 Narrative 2:**

**Our greatest strength in building partnerships for student outcomes lies in the relatively small size of our school. With just under 800 students, we are small enough to create student support structures that are tailored to students on an individual basis. These support structures include monthly student achievement reports for the teachers, parent teacher conferences for at-risk students, and robust academic and mental health counseling services. Our student support team works together daily to provide appropriate supports to students in need and assess and evolve our practices to best meet the needs of our ever-changing student population. An area in need of improvement is the impact high teacher turnover has on student outcomes and support structures. Economic issues beyond the direct control of the school have resulted in an increase in teacher turnover making sustainability of our implemented practices a challenge. We have experienced a pattern of supporting teachers and developing their strategies for meeting student outcome targets, then having them move into a new profession or a district with a high salary schedule so they can afford the cost of living in the Bay Area.**

**Priority 3 Narrative 3:**

**Oakland School for the Arts implements practices that include administration, faculty, staff, students, families, and other community members in key decision-making processes. We recently underwent major structural changes as part of our Linked Learning pathway development in which engaged all stakeholders. Example of such engagement strategies include faculty fishbowl, community gathering of our Parents of Color group at a family household, student surveys, and a development team that met monthly. This process resulted in the formation of our Linked Learning pathways, the implementation of our weekly student advisory, an updated bell schedule with a hybrid block model, and the development and implementation of two pathway integrated courses. Our school community is more cohesive now than it has been in many years, though a significant challenge is better engaging our families without college education. Our newly reformed APT is working with school leadership on improving this by making the monthly APT meetings more conducive to the needs of these families.**

**Priority 6**

**Each year Oakland School for the Arts administers a comprehensive student culture survey to all students in all grade levels. The survey includes questions about gender identify, cultural pedagogical relevance, social conditions, general student safety, connectedness with academic programming, connectedness with artistic programming, general school environment, student support structures, etc. The results are shared with students, faculty, families, and our community for a variety of purposes and our leadership team engages in a detailed analysis that is used to guide instructional practices, student support practices, and teacher trainings.**

**The survey for the 18-19 school year was consistent with surveys of previous years in demonstrating strong overall satisfaction with our program. Eighty eight percent of our students report the general environment at culture at OSA to be friendly and welcoming. 92% of students report having a positive relationship with their academic teachers, 89% of students report having positive relationships with their arts teachers, and 79% report having positive relationships with school administrators. 90% of students report that administrators care about their education. 88% report that OSA is a safe place for students and 86% report that OSA is a place where students have an influential voice. The disaggregated results of the survey show results that are consistent with the general school population when broken down by gender, race, sexual orientation, and grade level. Our linked learning pathway design process relied heavily on these survey results to inform the structural changes we have since implemented. The combining multiple arts emphases in overarching pathways intends to provide students with across pathway artistic educational opportunities that were previously not available to them due to departmental limitations. The development of our advisory structure was also informed by these surveys. Our advisories aim to address an identified need to support the small percentage of students that have not found a positive supporting relationship with either other students or an adult advocate on campus. Though these changes were recently implemented, we are already seeing results in a strengthened student culture and a stronger structure for our student support team to utilize in identifying and supporting student at-risk.**

**Priority 7 Narrative 1:**

**Student progress for unduplicated student groups and individuals with exceptional needs is measured through our student support services in the form of one-on-one counseling services and monthly student achievement reports. Our student support team meets weekly to analyze individual student progress through metrics of academic and artistic achievement that include gpa, anchor standard assessments, scholastic reading inventories, teacher feedback, and disciplinary records. All students are enrolled in a broad course of study and are expected to graduate having met all A-G requirements. Early indicators are in place to monitor readiness and graduation progress and the student support implements appropriate interventions when a student is demonstrating through these indicators that they are at-risk of not meeting graduation progress targets.**

**Priority 7 Narrative 4:**

**We are constantly analyzing and modifying our student support structures to ensure the sustainability of access to a broad course of study for all students. Our student support team identifies any potential barriers to student success and works to evolve school structures to ensure not only access to a broad course of study, but also success for all students.**



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## Optional Narrative Summary for Oakland School for the Arts

\*The Optional Narrative may not exceed 500 characters

### Message

Oakland School for the Arts (OSA), a Linked Learning Pathway school, balances an immersive arts program with a comprehensive academic curriculum, providing students unique

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# Self-Reflection Tool (Priority 1) – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

**Standard:** Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

**Instructions:** Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the Dashboard for local educational agencies that use the California Department of Education’s School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \***

0%, 0, 0%

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \***

0%

**Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): \***

0

## Criteria:

***Optional:* Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

OSA is compliant with all curriculum-assigned instructional materials. Our buildings are regularly inspected and maintained to the highest standard of cleanliness and safety.

**Date taken to local governing board: \***

11/06/2019

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# Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

**Standard:** Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

**Instructions:** Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

# Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Oakland School for the Arts has adopted curriculum in all core content areas that is state standard aligned. In addition to the curriculum, each academic department has identified key anchor standards to track student progress in both vertically and

# Option 2: Reflection Tool

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

***Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

**English Language Arts – Common Core State Standards for English Language Arts**

1  2  3  4  5

**English Language Development (Aligned to English Language Arts Standards)**

1  2  3  4  5



**Mathematics – Common Core State Standards for Mathematics**

1  2  3  4  5

**Next Generation Science Standards**

1  2  3  4  5

**History-Social Science**

1  2  3  4  5

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

***Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

**English Language Arts – Common Core State Standards for English Language Arts**

1  2  3  4  5

**English Language Development (Aligned to English Language Arts Standards)**

1  2  3  4  5

**Mathematics – Common Core State Standards for Mathematics**

1  2  3  4  5

**Next Generation Science Standards**

1  2  3  4  5

**History-Social Science**

1  2  3  4  5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

***Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

**English Language Arts – Common Core State Standards for English Language Arts**

1  2  3  4  5

**English Language Development (Aligned to English Language Arts Standards)**

1  2  3  4  5

**Mathematics – Common Core State Standards for Mathematics**

1  2  3  4  5

**Next Generation Science Standards**

1  2  3  4  5

**History-Social Science**

1  2  3  4  5

## **Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

***Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

**Career Technical Education**

1  2  3  4  5

**Health Education Content Standards**

1  2  3  4  5

**Physical Education Model Content Standards**

1  2  3  4  5

**Visual and Performing Arts**

1  2  3  4  5

**World Language**

1  2  3  4  5

# Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

Identifying the professional learning needs of groups of teachers or staff as a whole

1  2  3  4  5

Identifying the professional learning needs of individual teachers

1  2  3  4  5

Providing support for teachers on the standards they have not yet mastered

1  2  3  4  5

## Criteria:

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

Our development in supporting English Language Development has been slower than in other areas as a result of our low EL population. The recruitment of EL students has been challenging but we are starting to see an increase in EL

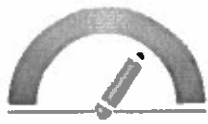
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# Self-Reflection Tool (Priority 3) – Parent Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

**Introduction:** This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

All fields marked with an asterisk (\*) are required

## Building Relationships

**1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainab

**2. Rate the LEA's progress in creating welcoming environments for all families in the community. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning

Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

**3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

**4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. \*

celebrations, our Alliance of Parents and Teachers (APT), Parents of Color group (POC), Board of Students of Color (BSOC), and many other affinity groups on campus we bring community together and provide space for the voices of families that may be otherwise underrepresented. Our current APT is now chaired by parents

Text is limited to 3000 characters

## Building Partnerships for Student Outcomes

**5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

**7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

**8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. \*

teachers, parent teacher conferences for at-risk students, and robust academic and mental health counseling services. Our student support team works together daily to provide appropriate supports to students in need and assess and evolve our practices to best meet the needs of our ever-changing student population. An area in

Text is limited to 3000 characters

## Seeking Input for Decision Making

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. \*

making processes. We recently underwent major structural changes as part of our Linked Learning pathway development in which engaged all stakeholders. Example of such engagement strategies include faculty fishbowl, community gathering of our Parents of Color group at a family household, student surveys, and a development

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## Self-Reflection Tool (Priority 6) – School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

results that are consistent with the general school population when broken down by gender, race, sexual orientation, and grade level. Our linked learning pathway design process relied heavily on these survey results to inform the structural changes we

## Criteria:

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text is limited to 1500 characters

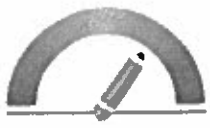
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# Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

**Standard:** Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

**Evidence:** The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

## Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

academic and artistic achievement that include gpa, anchor standard assessments, scholastic reading inventories, teacher feedback, and disciplinary records. All students are enrolled in a broad course of study and are expected to graduate

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

All students at Oakland School for the Arts have access to a broad course of study. We are a single-site district with no identifiable differences between student groups in access to or enrollment in a broad course of study.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

All students are accessing a broad course of study and therefore there are no identified barriers preventing access for all students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

We are constantly analyzing and modifying our student support structures to ensure the sustainability of access to a broad course of study for all students. Our student support team identifies any potential barriers to student success and works to evolve

Text is limited to 3000 characters

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the California Department of Education DataQuest web page (<https://data1.cde.ca.gov/dataquest/page2.asp?Level=District&subject=Course>).

## Criteria:

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.**

Text is limited to 1500 characters

**Date taken to local governing board: \***

11/06/2019

Save As Draft    Submit Responses    Draft Last Saved: 10/31/2019